

Y2 Poetry

KS1 Y2 English · Follows the national curriculum

Name _____ Class _____ Date _____

1. Worked example

Which word rhymes with 'red' in the poem?

Step 1 · Find red: 'On go my wellies, shiny and red,'
verse 2, line 1

Step 2 · Look at the end of the next line
'...on top of my head.'

Step 3 · Say them: red, head
they end with the same sound

Answer: head

Check: Rhyming words do not always look the same: red and head end with different letters but the same sound.

2. Now try one with the steps

Why does the poet repeat 'Splish! Splash! Puddle time!'?

Step 1 · Notice where it comes

Step 2 · Think about how it feels to read it

Answer:

3. Practice

Have a go at each one. There is space underneath to work it out.

1. Which word rhymes with 'town': down, cloud or rain?

2. Which word rhymes with 'side': wide, sit or seed?

3. Write a word that rhymes with 'cat'.

4. What do we call a group of lines in a poem?

5. In 'Splish! Splash! Puddle time!', which two words sound like the noise they describe?
- _____
- _____
6. In 'shiny red wellies', which word tells you the colour?
- _____
- _____
7. Read: 'On go my wellies, shiny and red, / On goes my hat on top of my head.' Which two words rhyme?
- _____
- _____
8. A line that comes back at the end of every verse is called a ____ line.
- _____
- _____
9. Read: 'The puddle is muddy and wobbly and wide.' Write one describing word from the line.
- _____
- _____
10. Why might a poet use rhyme?
- _____
- _____
11. The last line is 'Splish! Splash! Puddle time?' Why is there a question mark this time?
- _____
- _____
12. Write a new rhyming pair for a poem about snow. Finish: 'The snow is soft and white and ____'
- _____
- _____
13. Write a sound word for a dog.
- _____
- _____
14. What is your favourite line in a poem you know? Say why you like it.
- _____
- _____

4. Before you hand it in

Thinking words only rhyme if their endings look the same.

Say the words aloud and listen to the ending.

Reading a poem in a flat, fast voice.

Slow down, keep the beat, and change your voice for exciting words.

Thinking every poem has to rhyme.

Look for other features: repeated lines, sound words, describing words.